

The Background of the Schools and Teachers in Spanish Pampanga and Tarlac (1863-1898)

Louie Aldrin L. BARTOLO


University of the Philippines Baguio
 llbartolo@up.edu.ph / fanjuldogma@gmail.com
<https://orcid.org/0009-0000-9466-9511>

ABSTRACT

The first public school system was established by the Spanish authorities in 1863. The decree was also extended to other colonies, including the Philippines; and public schools both for boys and girls were established. Pampanga is considered one of the emerging provinces in the islands due to its extensive agricultural industry devoted to rice and sugar. Before the implementation of the decree, primary schools were already established in some towns and others were run and funded by private individuals. When the decree was fully implemented, all the towns in Pampanga and the newly established province of Tarlac had their primary schools for both sexes. These schools were supervised by the parish priest, and several subjects, notably catechism, were taught. However, several problems were encountered such as a lack of school buildings, teachers and instructional materials. Teachers were forced to rent a large house to accommodate the growing enrolment. Children were required to be sent to schools but due to health and familial problems, some of them were either stopped or didn't enroll at all. Children of the elite families could attend secondary schools established by the private teachers and tutors. After studying secondary schools, they pursued tertiary education in Manila and became professionals. Others later became leading figures in their quest for attaining freedom from our colonizers. Specialized schools in trade and agriculture were also established to further enhance students' skills to contribute to the bustling local economy. Teachers mostly came from landed families, who could afford schooling and spoke Spanish. After graduation, they underwent examinations and were assigned to distant towns far from their respective hometowns.

Keywords: school, Pampanga, Tarlac, children, teachers

Introduction

s citizens, we have the right to access quality education guaranteed by the present constitution. The foundation of the current public education system was traced back to the colonizers' policies. For instance, Americans heavily influenced the present public school system, which is patterned after the public school

system in the United States. However, before the establishment of the American-modeled public school system, the Spanish had already introduced the public school system in the Philippines through the Education Decree of 1863. Public schools were established in each *pueblo*, and were strictly supervised by Spanish friars. Studies and journals have been published about the education system; one of them is the *History of the Education in the Philippines 1565-1930* written by Encarnacion Alzona. This book discusses the educational system's structure and policies implemented since Spanish period to early American period. This book is one of the best sources for studying the history of the education system in the Philippines.

To appreciate the rich history of the educational system in the Philippines, it is beneficial to examine it through the lens of local history. This method is widely used to write about important historical events in a particular locality, person and institution. Apilado mentioned, "Perhaps the most striking feature of the local history is the source of pride because it will provide a greater picture to the local community."¹

Writing local history is similar to writing the general history. Local historians are better positioned to examine the minutest details of a particular local subject.² In writing about local history, several techniques can be integrated to further understand the information contained in archival materials. Microhistory³ not only examines the events of a particular group but also produces a rich explanation to flesh out the interconnections of persons involved to one another. It is also employed to highlight life qualities that may need further exploration in a particular individual and his environs. Accordingly, several archival collections found in the National Archives in the Philippines serve as valuable sources to dissect the history of educational systems in Pampanga and Tarlac during the Spanish period. In addition, related materials such as periodic reports and periodical articles are also good sources to deepen the rich past of the educational system in the two provinces.

¹ Digna Balangue Apilado, *A Methodology of Local History* (Manila, Philippines National Historical Institute, 1999), 96.

² Marcelino A. Foronda Jr., *The Role of Local Historiography*, Proceedings and Position Papers. (Third Regional Seminar on History, 1972), 90.

³ Lino L. Dizon, *The Native Secular Clergy of Upper Pampanga 1771-1827, And The Bieng-Dalanan of Kapampangan Cleric Almost a Century Hence: An Heliographic Exercise* (Angeles City, Kapampangan Research Journal, 2007), 165.

Aside from Alzona,⁴ numerous existing sources provide insights into the history of the educational system in the Philippines during the Spanish period. All of these describe the system and its policies in general. Alzona already mentioned:

“Escuelas primaria must be established in each town: one for boys and girls. A barrio school must be established when the population of a barrio reaches 500 or more. Schools’ supervision is under the tight watch of the parish priests. They were given responsibilities regarding admission, approval of teaching materials and hiring and relieving of teachers.”

Unfortunately, a string of issues existed when the Spanish implemented this milestone. Due to the dominance of males in those times, boys were primarily allowed by each family to attend classes while the girls were restricted and confined inside of their houses.⁵ Children from the local elites had more access than the children of the peasants due to their privileges as members of the local *principalia* and their closeness to the town’s parish priest. However, despite the peasant children’s inability to attend school, they remained active in the local economy’s main sectors especially in the agriculture, fishing and domestic industries.⁶ Aside from *escuelas primarias*, there some secondary schools are established in some towns by the so-called *maestros* or *profesores* to cater to the needs of the elites’ children to get higher education as much as possible. Religious-run secondary schools were primarily confined to Manila, and due to the distance, they did not attract interest from students to continue their studies after their schooling in primary schools.

Interestingly, before the promulgation of the Education Decree of 1863, a trade school had already been established jointly by Don Felino Gil and the secular Fr. Juan Zita. The School of Arts and Trade in Bacolor⁷ is one of the

⁴ Encarnacion Alzona, *A History of Education in the Philippines 1565-1930* (Manila, University of the Philippines Press, 1932), 67.

⁵ Sajid Musa and Rushan Ziadtinov, *Features and Historical Aspects of the Philippines Educational System* (European Journal of Contemporary Education, Vol. 2 No. 2, 2012) 161.

⁶ Carolyn Israel Sobrtichea, *American Colonial Status and its Impact on the Status of Filipino Women* (Quezon City, University of the Philippines, Asian Studies Journal, 1990), 74.

⁷ Angel C. Alcala, *Higher Education in the Philippines*, (Quezon City, Ateneo de Manila University, Philippine Studies, 1999), 116.

oldest schools in the Far East, while in 1888, with the transfer of *La Granja Modelo de Luzon*⁸ from San Isidro, Nueva Ecija to Magalang, there were already instructions that a school should be established to provide technical classes in agriculture.

In addition, an *escuela primaria* had already been established in some towns before the promulgation of the 1863 decree, such as in Angeles, where its *fundador*, Don Angel Pantaleon de Miranda founded its primary school in 1822.⁹ An *escuela primaria* was established in San Fernando in 1856.¹⁰

Teachers were expected to become agents of *hispanization* and catechism. In the end, teachers must fulfill their mission to instill moral values, uphold Spanish laws, and observe good customs. The promulgation of the 1863 decree signaled the professionalization of the teachers.¹¹ Accordingly, teachers were categorized into maestro titular and ayudantes, who obtained diplomas from authorized institutions. Sustitutos, or substitute teachers, were hired when no regular teachers were available in a particular school. They had to pass an examination administered by the Provincial Commission.

Archival materials, particularly from the National Archives of the Philippines, are excellent sources for historical research. Collections such as *Escuelas* are invaluable for conducting thorough research on the history of education in the Philippines. These archival collections and related materials are also available in the digital collections of The Church of Jesus Christ of Latter-Day Saints, commonly known as the Mormons. They have digitized various archival materials to make these copies available to their members for baptism purposes. Fortunately, some archival collections from the National Archives of the Philippines were also digitized by the Mormons and can be accessed with the help of their members. Colonial reports and periodicals are also available on digital platforms and can be accessed directly through the Internet. These materials provide a rich and detailed description of the background of the schools and teachers in Pampanga and Tarlac.

⁸ Frederick Fox, *Philippine Vocational Education*, (Quezon City, Ateneo de Manila University, Philippine Studies, 1976), 265.

⁹ John A. Larkin, *The Pampangans Colonial Society in a Philippine Province* (Berkeley, University of California Press, 1972) 93.

¹⁰ *Sobre la reparacion de la Yglesia del pueblo de Bauang provincial de la Batangas y construccion de un puente, escuela y tribunal en el de San Fernando de la Pampanga, 1857. Ultramar*, Archivo Historico Nacional.

¹¹ Grace Liza Y. Concepcion, *Disciplinary Cases of Filipino Teachers in the Late 19th Century* (Quezon City, University of Asia and the Pacific, Social Science Diliman, 2014), 7 and 10.

Literacy Situation in Pampanga and Tarlac

Before the establishment of several provinces around Central Luzon, the province of Pampanga already existed, and it is one of the oldest provinces in the Philippines. Contact with the natives began during the evangelization of the friars, notably the Augustinians. Through this process, the foundations of education were laid through the catechism and the teaching of *Doctrina Cristiana*. With the promulgation of the 1863 Education Decree, primary schools were established and placed under the strict supervision of the parish priests. Although there were no prior reports on the literacy rate in Pampanga, a report in *Escuelas* determines the literacy rate in each town of Pampanga:

Town	Number Who Able to Read and Write	Number Who Able to Read Only
Bacolor	1,500	5,200
Betis	500	1,700
Guagua	163	219
Sexmoan	1,054	2,054
Lubao	1,883	3,010
Sta Rita	2,300	3,032
Porac	700	1,210
Floridablanca	1,010	1,435
Angeles	1,000	2,500
Mabalacat	2,059	2,000
Magalang	1,494	2,988
Arayat	3,042	1,262
Sta Ana	1,500	2,500
Mexico	1,900	4,520
San Fernando	1,822	2,363
Sto Tomas	200	500
Minalin	90	492
Macabebe	718	1,448
San Miguel ¹²	107	2,345
Apalit	2,514	4,207
San Simon	1,289	1,553
San Luis	1,606	2,608
Candaba	1,800	4,400
TOTAL	30,251	56,906

Figure 1. Number of People Who Able to Read and Write (Escuelas, 1887 NAP)

¹² The town of San Miguel was founded in 1878. A former part of the town of Macabebe, it is known today as Masantol.

According to the report, several towns in Pampanga recorded high literacy rates, notably Arayat. This town recorded 3,042 who can read and write, while those who can only read tallied at 1,262. Sta. Rita recorded 2,300 individuals who could read and write, while those who could only read numbered 3,032. Guagua had the lowest numbers, with 163 individuals who could read and write, and 219 who could only read. In total, 30,251 individuals could read and write, while 56,906 could only read. Fortunately, the presence of primary schools has already raised the literacy rate in Pampanga. Those who learned to write had attended primary schools, where they not only learned to read but also to write and study Spanish.

In 1873, the new province of Tarlac was created. It traced its beginnings when it was established as *Comandancia Politico de Militar* in 1858. This military district was attached to Pampanga, with some of its northern borders drawn from Pangasinan. Since the inception of the public school system in 1863, primary schools have been established, with directives coming from the alcalde mayor of Pampanga and its vicario foraneo. Accordingly, there is a report in 1884 describing the number of students in each town in Tarlac who can speak or not speak Spanish:

Towns and Schools	Number of Children who can Speak Spanish	Number of Children who are recorded as "Ignoran"
Tarlac	28	80
La Paz	16	44
Victoria	18	60
Pura	5	41
Paniqui	16	44
Moncada	6	54
Concepcion	22	108
Bamban	9	84
O'Donnell	5	48
Sta Ignacia	4	40
Camiling	29	173
San Clemente	6	62
Gerona	12	-
Anao	4	-
Murcia	7	-
Moriones	5	-
Capas	9	-

Figure 2. Number of Children Who Can Speak and Not Speaking Spanish (Escuelas, 1884 NAP)

The numbers provided in this report indicate children who could or could not speak Spanish. Spanish language use in primary schools was one of the

impacts of the Spanish public school system established in the Philippines. Noticeably, these numbers were small because these children belonged to the local elites, and these privileged members are well-educated and learned Spanish from home schooling. On the other hand, those who are categorized as “*ignorant*” were children who could not speak Spanish. In those times, when you were categorized as “*ignorant*” it meant you attended schools, but you were categorized as illiterate by the Spanish authorities. Learning the Spanish language was also as a status symbol at that time with members of the *principalia*, being those who could speak Spanish. Those categorized as “*ignorant*” were members of the peasantry who spoke their native languages, such as Kapampangan and Ilokano. In general, enrolment in these schools was relatively high despite derogatory remarks of the Spanish authorities towards the natives. It was found that the towns of Camiling and Concepcion recorded the highest enrolment, respectively. Despite the location of these schools in mountainous towns such as Bamban and O’Donnell, enrolment on these schools met the ideal class size.

Primary and Secondary Schools in Pampanga and Tarlac

In terms of primary and secondary schools in Pampanga and Tarlac, all of the towns belonging to the two provinces have primary schools. However, some instances, these schools were divided into *escuela de niños* reserved for the boys and *escuela de niñas* reserved for the girls. In some cases, towns operated only one school, which was typically reserved for boys. The report of the gobernador civil of Pampanga in 1892 provides a detailed account of the schools and their respective teachers:

Town/Barrio	Teacher for Male Students	Teacher for Female Students
Bacolor	Jose S. de Leon	Demetria de Castro
Betis	Martin Pangilinan	Alfonsa del Rosario
Guagua	Jacinto Mendoza	Epifania Litonjua
Sexmoan	Faustino Vicente	Dolores Ripoll
Lubao	Ysabelo Rodriguez	vacant
Floridablanca	Leon Gutierrez	Paula Gutierrez
Sta Rita	Jose de Ocampo	Pascuala Cochon
Porac	Juan Tison	Francisca Miñosa
Manibaug (Porac)	Rufino Escoto	Pia Angeles
Angeles	Pedro Basco	Emilia Pineda
Mabalacat	Mariano de la Cruz	Telesfora Villegas
Magalang	Serapio Carreon	Candida Ordoñes
Arayat	Castor Borja	Gervacia Tagle

Town/Barrio	Teacher for Male Students	Teacher for Female Students
Sta Ana	Benito Magcanas	Maria Henson
Mexico	Victor Sugay	Tiburcia Laxamana
San Jose Malino (Mexico)	Vicente Reyes	Felipa Ynocencio
San Fernando	Calixto Arebalo	Trinidad Bernardo
Calulut (San Fernando)	Guillermo Dalusung	Maria Flores Tuazon
Sto Tomas	Cenon Viron	vacant
Minalin	Eustaquio Manicad	Policarpia Cobutco
Macabebe	Venancio A. Reyes	Cayetana Fernandes
San Miguel ¹³	vacant	Hermogena Roque
Apalit	Mariano Bayani	Josefa Peres
Sulipan (Apalit)	Roque Galang	Maria P. Mercado
San Simon	Geronimo Morales	Felipa Salazar
San Luis	Catalino Santiago	Pilar Alfaro
Candaba	Feliciano Pascual	Maria Consolacion Tagle

Figure 3. List of Schools and Teachers of Pampanga (Escuelas, 1892 NAP)

The table indicates that almost all schools, whether for boys or girls, had teachers. It is notable that some towns already had schools in barrios. When considering the establishment of schools in barrios, population was a significant factor. According to the law, as mentioned by Alzona, if a barrio or village had 500 or more inhabitants, local authorities were required to establish schools. The following table provides details about the lists of schools of Tarlac and their respective teachers:

Town	Teacher for Male Students	Teacher for Female Students
Tarlac	Tomas Cabuslay	Agapita Papa
La Paz	Miguel Catajan	Paula Soliman
Victoria	Andres Serrano Gosum	vacant
Pura	Romualdo Maclang	vacant
Gerona	Serapio Tejada	vacant
Paniqui	vacant	vacant
Anao	Alejandro de Vera	Maria Estrada
Moncada	Melanio de Leon	Dominga de los Santos
Murcia	Segundo Quison	vacant

¹³ The town of San Miguel was founded in 1878. A former part of the town of Macabebe, it is known today as Masantol.

Town	Teacher for Male Students	Teacher for Female Students
Concepcion	Gaspar Alfaro	Maria Asuncion Dizon
Capas	vacant	Gregoria Rivera
Bamban	Alfonso Castro	Segunda Cabrera
O'Donnell	Pascual Yamson	vacant
Moriones	Marcelo Roa	vacant
Sta Ignacia	Sergio Espino	vacant
Camiling	Leon Rodrigues	Floria Gloria
San Clemente	Lucas Pascual	Dolores Villa

Figure 4. List of Schools and Teachers of Tarlac (Escuelas, 1892 NAP)

The table indicates that several schools for girls, especially in Tarlac, were vacant. At that time, the availability of teachers was already a problem. Additionally, the teaching profession was somewhat reserved for those from well-to-do families and those who could speak Spanish. Some teachers preferred to teach in schools where the language used was the mother tongue of that particular town or barrio. This was the case for towns in the northern part of Tarlac, closer to Pangasinan, where the majority were Ilocano or Pangasinan speakers. Other teachers also preferred to be assigned to towns or barrios with access to major roads and economic opportunities. In the case of Moriones and O'Donnell, their geographical features were mountainous. Murcia was considered a young town but was nearer to Concepcion.

The primary schools were constructed from light materials such as wood, nipa, and bamboo. In towns that were centers of commerce and industry or had achieved economic progress, such as Bacolor, Lubao, San Fernando, Gerona, and Tarlac, the school buildings were reconstructed using durable materials such as stone and galvanized roofing. In some towns, particularly in Sexmoan,¹⁴ the school building for boys was razed by fire in 1875 due to its construction from light materials. Repairs were also made as a temporary solution to the structural integrity issues of the school buildings. For example, the school building in Camiling¹⁵ had its nipa roofing replaced with galvanized iron by the local authorities. The project was implemented by the *ingeniero jefe*, Don Joaquin Barraquer y Puig. In 1891, the roofing of the school buildings in Tarlac was also replaced with galvanized iron. At the

¹⁴ *Gaceta de Manila*, 25 de Abril, 1875. page 808.

¹⁵ *Proyecto de una cubierta metalica en sustitucion de la actual de nipa para la Escuela publica de niños del pueblo de San Miguel de Camiling, 1887. Escuelas*, National Archives of the Philippines.

same time, another repair project¹⁶ was also implemented by Don Joaquin to the existing school buildings in Mexico and San Fernando.¹⁷ In 1889, the *Gobernador de Politico Militar* of Tarlac¹⁸ authorized the construction of school buildings in Tarlac. Before this construction, the first school for girls¹⁹ was already constructed in Tarlac in 1879. In a report published by the *Gaceta de Manila* in 1891, several construction projects were implemented in Pampanga and Tarlac, including the construction of new school buildings and other infrastructure projects:

Town	Project	Costs (in pesos)
San Luis	Finishing of the School	300
Lubao	Construction of the School	400
TOTAL		700

Figure 5. Construction of the School Buildings in Pampanga (Gaceta de Manila, 1891)

Town	Project	Costs (in pesos)
Victoria	Construction of the School	500
Concepcion	Construction of the School	375
Capas	Construction of the School	300
Bamban	Construction of the School	400
O'Donnell	Construction of the School	400
Pura	Construction of the School	350
Moriones	Construction of the School	380

¹⁶ *Espediente relativo a la reparacion de la Escuela publica de niñas del pueblo de Mexico de la provincia de la Pampanga, 1887. Varias Provincias*, National Archives of the Philippines.

¹⁷ *Espediente relativo y habilitacion pata Escuela de niños de ambos sexos de la niñas del pueblo de San Fernando de la provincial de la Pampanga, 1886-1887. Varias Provincias*, National Archives of the Philippines.

¹⁸ *Espediente sobre construccion de Escuelas para ambos sexos de la provincia de Tarlac, 1889. Escuelas*, National Archives of the Philippines.

¹⁹ *Espediente Interior, relativo a la construccion de una Escuela para niñas en la Cabecera de Tarlac, 1879. Escuelas*, National Archives of the Philippines.

Town	Project	Costs (in pesos)
Paniqui	Construction of the School	300
TOTAL		3,005

Figure 6. Construction of School Buildings in Tarlac (Gaceta de Manila, 1891)

In the table above, Spanish authorities implemented public works projects, particularly in constructing of new school buildings for several towns in Pampanga and Tarlac. It is noticeable that there is a high allocation for the construction of new school buildings particularly in Tarlac which is the center of the government and trade of the province. However, due to the budgetary constraints of the colonial government which the other officials reverted the funds to their own pockets, the teachers were compelled to rent houses for their classrooms and temporary shelters.

There are instances when some school buildings are not enough or are not conducive to learning, some teachers are sending petitions to the *alcalde mayor* to allow them to rent a big house to cater the growing enrolment. In such case of a *maestra* from Magalang, Doña Maria Hugo de Piñon petitioned the *alcalde mayor* with the consent of the parish priest, Fr. Baltasar, Gamarra, OSA to allow her to rent the big house of Don Apolonio Lising and pay 12 pesos each for four months.²⁰ The petition was approved, and they lent forty-eight pesos to pay the rent. In Candaba,²¹ the *cuartel* or quarters of the Guardia Civil was used as a temporary school building for five months. The *alcalde mayor* authorized the payment of fifty pesos for the rent payment. Due to the lack of school buildings in other towns in Tarlac, most teachers rented houses within the town center to cater to the growing class size and provide temporary shelter for themselves. In a report published in the periodical *Gaceta de Manila*, the expenditures of the province of Tarlac were itemized and one of them is the expenditures in renting several residential houses that are used as classrooms and temporary shelters for the teachers:

²⁰ *Expediente sobre alquiler de una casa que sirva de Escuela publica de niñas habitacion para la Maestra del escuela de niñas de pueblo de Magalang, 1879. Escuelas, National Archives of the Philippines.*

²¹ *Expediente sobre cuervemiente que el Subdealgo de haber solicitado a la Direccion general cuatro creditos sufelitorios un de \$50 por arriendo de la casa Cuartel del pueblo de Candaba y los otros tres por aquileres Escuelas de los pueblos de Candaba y Macabebe de \$223.73, 36 y 72 respecteviente, 1886. Escuelas, National Archives of the Philippines.*

Rented Houses Used as School for the Boys and Temporary Shelter for the Teachers	Costs (in pesos)
Tarlac	72
Murcia	48
Concepcion	60
Bamban	48
Moriones	48
Gerona	72
Moncada	72
Camiling	60
TOTAL	480

Figure 7. Rent Costs for the Houses Used as School for the Boys and Temporary Shelters for Teachers (Gaceta de Manila, 1891)

Rented Houses Used as School for the Girls and Temporary Shelter for the Teachers	Costs (in pesos)
Tarlac	30
Concepcion	96
Anao	30
Moncada	36
TOTAL	192

Figure 8. Rent Costs for the Houses Used as School for the Girls and Temporary Shelter for Teachers (Gaceta de Manila, 1891)

It is evident from the table mentioned that some schools in Tarlac lack school buildings. There are already classrooms that are constructed by the local authorities but this is insufficient due to the gradual increase in enrolment every year. It is noticeable that in the towns of Concepcion, Moncada, and Tarlac, both schools for the boys and girls are renting houses for their classrooms and shelters for their teachers. These towns are considered to have large populations especially Tarlac which is the center of government and commerce while Concepcion also had a large population due to the presence of a bustling sugar industry. The rest of the towns rent one house for their classroom regardless of gender. It is noticeable that most of the school buildings used are rented and this set-up is advantageous to the colonial government because they will save sufficient funds to prioritize other projects such as the repair of roads, bridges and churches.

Other factors such as the distance of the barrio from the school in the *población* and the growing population, putting up a new school will be taken in consideration. In 1872, Don Felino Gil, one of the founders of Colegio de Latinidad de Bacolor petitioned the local authorities to establish an *escuela*

primaria for the young girls in Guagua. He also presented that the proposed new school will be handled by his sister, Doña Pilar Gil y Cazador²² who taught in Valencia, España for fourteen years and be placed under the advocacy to Nuestra Señora de los Dolores. Due to his connections to the local authorities, the said petition was approved. In 1889, a particular *maestro* native of Sta Rita, Don Marcelo Roa Pascual petitioned the local authorities to establish his school in barrio Manibaug.²³ The main reason for his petition is the distance from the barrio to the school, which is located in the town proper. Manibaug, in those times, is considered already as a far-flung barrio of Porac. The parish priest and the local *principalia* of the town supported the said petition. The petition was subsequently approved and the school started to operate on October 30, 1891. A similar petition was presented by the *teniente del barrio* Don Gregorio Diwa of San Rafael Baruya in Lubao to put up a school for the boys.²⁴ The said petition was approved but it was halted when the revolution broke out. Another school for both sexes was established in barrios Dolores and Talaga in Porac due to the petition of Don Gregorio Macapinlac.²⁵ The said project was also halted when the revolution broke out. A prominent Murcia (Tarlac) resident, Don Lino Diangco petitioned the local authorities to open his own school.²⁶ One of his intentions to make this petition happen and stated:

“It is great desire and determination as a father of his poor subjects to open their eyes and know how to fulfill their sacred obligations to the church and the government...As the protection of the indigenous people...he sought to find the good future of his children through the material manifestation, will become part of the Spanish civilization...”

²² *Acuerdo del expediente de sobre establecimiento en el pueblo de Guagua en la provincial de la Pampanga de un Colegio de instruccion primaria de niñas, 1872. Escuelas, National Archives of the Philippines.*

²³ *Expediente promovido por Don Marcelo Roa sobre la creacion de Escuelas de barrio Manibaug de Porac, 1890. Escuelas, National Archives of the Philippines.*

²⁴ *Expediente sobre creacion de una escuela de niños y otra de niñas en el barrio San Rafael comprension del pueblo de Lubao, 1896. Escuelas, National Archives of the Philippines.*

²⁵ *Expediente sobre creacion de una escuela de niños y otra de niñas en los barrios de Dolores y Talaga del pueblo de Porac, 1896. Escuelas, National Archives of the Philippines.*

²⁶ *Expediente promovido por Don Lino Diangco en solicitud de establecer una escuela particular en el pueblo de Murcia, 1888. Escuelas, National Archives of the Philippines.*

However, the governor, Don Antonio Pacheco denied his petition. In 1892, a petition of Doña Socorro Flores y Tuason *maestra* of *escuela de niñas* of barrio Calulut was approved to establish her *colegio de niñas* in San Fernando and the name of her school was Nuestra Señora de la Asuncion.²⁷ The name of her school was named after the titular patron saint of the parish of the town.

Primary schools either for boys or girls are equipped with standard fixtures such as chalkboards or *pizaras*, tables and chairs for the teachers, chairs for the students and *aparadores* for the storage of school supplies and textbooks. Due to the attachment of these schools to the supervision of the parish priests, crucifixes are also common in these school buildings. Aside from these fixtures, other schools also have different equipment to manage the time of the class particularly *campanillas* or small bells and clocks. Local authorities supply school supplies and they are distributed to each school for use by the children in everyday activities. Materials like ink, quills, learning devices in syllables, arithmetic and catechisms are widespread in those classrooms.²⁸ The colonial authorities also distribute textbooks²⁹ and other learning materials to all schools. Textbooks like *Children's Manual*, *Filipino Literature*, *Metric System*, *Manual on Hygiene*, *Lectures on Fellowship*, *Guide on Craftmanship*, *Geography*, *Guide on Women*, and *Epitomes*. Other materials that are used to learn religious and moral values include *Doctrina Cristiana* and *Catones*. Maps and globes are also used in studying the geography of the Philippines, Spain and its other colonies.

Children's attendance to the schools varied in each town in Pampanga and Tarlac. A report published by the *Gaceta de Manila* in 1869 describes the children's attendance in each school in the two provinces.³⁰ In those times, Tarlac and its neighboring towns were still part of Pampanga while the rest of its towns were part of Pangasinan until 1873:

²⁷ *Expediente sobre autorizacion que solicita Doña Socorro Flores y Tuason para establecer un colegio particular de niñas de San Fernando (Pampanga) bajo el nombre "Nuestra Señora de la Asuncion", 1892. Escuelas, National Archives of the Philippines.*

²⁸ *Relacion del material de enseñanza que se necesita us esta escuela de este pueblo de Magalang, 1892. Escuelas, National Archives of the Philippines.*

²⁹ *Estado demostrativo del material de enseñanza necesario para las Escuelas de niños ambos de sexos de esta provincia que a continuacion se esperesan, 1896. Escuelas, National Archives of the Philippines.*

³⁰ *Gaceta de Manila, Julio 16, 1869, page 119.*

Towns	Number of Children (as of last month)	Newly Entrants	Left the School	Observation
Bacolor	162	26	8	Eight children left the school due to sickness.
Betis	32	8	4	Four children left the school due to sickness.
Guagua	71	-	1	One child left the school due to sickness.
Sexmoan	191	3	2	Two children left the school due to sickness.
Lubao	72	-	-	-
Sta Rita	116	-	10	Ten children left to help their parents in farm.
Porac	101	-	40	No given reason
Angeles	118	-	-	-
Mabalacat	165	-	1	One child left to help their parents in farm.
Bamban	48	-	-	-
Capas	72	-	-	-
O'Donnell	38	-	1	One child left the school due to sickness.
Tarlac	148	2	-	-
Victoria	121	-	-	-
La Paz	279	-	18	Eighteen

Towns	Number of Children (as of last month)	Newly Entrants	Left the School	Observation
				children left the school due to sickness.
Concepcion	198	-	-	-
Magalang	189	-	-	-
Arayat	342	-	-	-
Sta Ana	231	17	6	Six children left the school due to sickness.
Mexico	55	-	1	One child left the school due to sickness.
San Fernando	121	-	71	Seventy-one children left to help their parents in farm.
Sto Tomas	134	5	-	-
Minalin	110	6	4	Four children left the school due to sickness.
Macabebe	484	-	-	-
Apalit	83	8	2	Two children left the school due to sickness.
San Simon	200	12	18	Eighteen children left the school due to sickness.
San Luis	69	-	1	One child left the school due to sickness.

Towns	Number of Children (as of last month)	Newly Entrants	Left the School	Observation
Candaba	24	-	2	Two children left the school due to sickness.

Figure 9. Attendance of Children in Schools in May, 1869 (Gaceta de Manila, 1869)

Based on the report published and signed by the alcalde mayor of Pampanga, Don Francisco Godinez, there are two main reasons why children left schooling. One such reason is health. Children in those times are well nourished in terms of nutrition because of vegetables, edible plants and animals available in their surroundings. However, sickness could cost their young lives. Physicians were scarce in those times and parents relied on superstitious beliefs and traditional medicine to cure the sickness and ailments of their children. The children of the local elites could seek professional help and they would consult physicians based mostly in Manila and emerging cities. The second reason is to help their parents work in the fields. Most of the children engaged in agricultural activities and they belonged mostly to the peasant class. These children would voluntarily help their parents in fields and in their homes to augment the family income. Others would seek another menial labor to earn extra income to feed their large families. It is noticeable that the number of children leaving their schooling in San Fernando. The town is an emerging one with several vital industries such as sugar milling and tobacco manufacturing. Possibly, these children chose to work due to the promising salary provided by the landowners and factory managers. Surprisingly, the enrolment in schools is high and these children and their parents are pinning their hopes on obtaining basic education and hone additional skills to attain what is so-called material prosperity.

Most secondary schools or *segunda enseñanza* are founded by private individuals who mostly graduated from Escuela Normal or the University of Santo Tomas. Most of these schools are managed by male teachers and most students originate from neighboring towns and provinces. In a report published by the periodicals *Gaceta de Manila* and *La Oceania Española*, these are the secondary schools that are established by the private *profesores* in Pampanga and Tarlac:

Location of the School	Professor
Bacolor	Agapito Layug and Mariano Proceso Pabalan ³¹
San Fernando	Vicente Quirino
Angeles	Sinforoso Apacible
Magalang	Tomas Gamboa y Luciano ³²
Mexico	Felix Dizon
Guagua	Rafael de Leon ³³
Tarlac	Julian Carpio

Figure 10. Private Segunda Enseñanzas and their Respective Teachers (La Oceania Española, 1882 and Gaceta de Manila, 1888)

Agapito Layug and Vicente Quirino were pioneers in opening secondary schools in Bacolor and San Fernando respectively. According to a report published by the periodical *El Comercio*, since 1875, both of them have already been operating. Sinforoso Apacible and Julian Carpio taught *segunda enseñanza* in Sta Cruz, Manila before establishing their respective schools in Angeles and Tarlac respectively. Vicente Quirino's secondary school in San Fernando had several well-known students from San Fernando and other neighboring towns. Among his students are Monico Mercado, Gregorio Singian and Toledo brothers, Vicente, Ricardo and Felino Toledo. A native of Sexmoan, Monico Mercado belongs to the well-known Mercado family of Sexmoan. After he studied under Vicente Quirino, he obtained his law degree in Manila. Monico supported the Philippine Revolution and after the Americans took over, he served in various government positions notably as *deputado* of the Philippine Assembly. He is also an accomplished writer in Kapampangan, Spanish and English. Gregorio Singian of San Fernando belonged to the wealthy Singian family who owned large tracts of rice and sugar lands in San Fernando. After finishing studies under Vicente Quirino, he obtained his medical degree in Manila. He specialized in surgery and taught in medical schools at the University of the Philippines and the University of Santo Tomas. The Toledo brothers of Porac notably Vicente, Ricardo and Felino belonged to the scion of Spanish landowners who are related to the Gils and Herreros. When they finished their studies under Vicente Quirino, the three brothers notably Vicente were becoming prominent sugar planters in Porac and Floridablanca.

³¹ Secretaria General de la Real Pontificia Universidad de Santo Tomas de Manila, *Gaceta de Manila*, 29 de Junio, 1888, page 859.

³² Secretaria General, *Gaceta de Manila*.

³³ Secretaria General, *Gaceta de Manila*.

Another secondary school was established by Don Felix Dizon in Mexico and he had 17 students.³⁴ In an article published by the periodical *La Oceania Española*, the list of his students who donated to the acquisition of the cross-named *Filipinas* were indicated in the periodical. It includes some of his students notably Servillano Aquino, Eusebio Dizon, Vicente Alcala, Trinidad Lazatin and Ricardo Luciano. One of his famous students, Servillano Aquino of Concepcion, Tarlac belonged to the landed Aquino family whose family is related to the Aguilar and Henson families of Angeles.³⁵ After studying under Felix Dizon, he went to the University of Santo Tomas and obtained his titles in land surveying and expert mechanic. In the late 1890s, he secretly joined the Katipunan and became an officer with the rank of major under General Francisco Macabulos. He fought the invading American forces in Angeles and Magalang until his surrender to the Americans in 1901. One of his sons, Benigno Aquino, Sr. became *deputado* of the Philippine Assembly representing Tarlac and later as Speaker of the National Assembly under the Japanese Occupation. His grandson, Benigno, “Ninoy” Aquino, Jr. became the staunchest critic of President Ferdinand Marcos, Sr. He was assassinated on August 21, 1983 paving the way to topple the dictatorship and installing his wife Corazon C. Aquino as president in 1986 by the popular peaceful revolution. Trinidad Lazatin is from the Mexico landowning class family and his father Don Esteban Lazatin served as *gobernadorcillo* of Mexico in different periods. He later became a prominent landowner in Angeles and San Fernando and one of his sons, Rafael Lazatin served as governor of Pampanga, mayor of Angeles and lastly an assemblyman. Ricardo Luciano of Magalang is the son of Don Pablo Luciano, *gobernadorcillo* of Magalang in 1863 and 1881-1882 and Doña Antonia Lazatin of Mabalacat. He later inherited vast tracts of land from his father and he became a prominent landowner of Magalang and served as councilor in Angeles.

Tomas Gamboa y Luciano, a native of Candaba and at the same time, a fresh graduate from the University of Santo Tomas opened his secondary school in Magalang in 1886. His students mostly come from well-to-do families in Magalang and according to the list provided by the periodical *Diario de Manila* whose names are some of the students of Tomas Gamboa who donated funds for the erection of the bronze statue of Fray Miguel Benavides, O.P., founder of the University of Santo Tomas: Andres J. Luciano, Regino Gamboa, Luis Dizon, Antonio Y. Luciano and twenty other

³⁴ *Suscripcion para la adquisicion de un Crucero que se llamara Filipinas, La Oceania Española, Año Numero 26, 2 de Febrero, 1886. page 2.*

³⁵ Louie Aldrin L. Bartolo, *The Magalang Book: The Historical Life and Culture of a Kapampangan Town (1605-2015)* (Manila, National Commission for Culture and the Arts, 2016) 36-52.

students. Andres J. Luciano is the younger brother of Ricardo Luciano who studied under Felix Dizon in Mexico.

After he studied under Tomas Gamboa, he went to Manila and obtained a degree in medicine. Don Andres practiced medicine in Magalang and he gave free medical services to his tenants. He later became municipal president and *deputado* of the Philippine Assembly. Regino Gamboa's roots came from the nearby town of Sta Ana. He married Angela Dizon of Concepcion, Tarlac and became municipal president of Magalang in the early American period.

Luis Dizon of barrio San Vicente comes from a small landowning family. He later obtained his pharmacy degree in Magalang and he established his pharmacy in the town and he became one of the prominent personalities in the town.

Another prominent student, Antonio Y. Luciano, a first cousin of Andres J. Luciano and the only son of the landowning couple Don Felipe Luciano and Doña Luisa Yutuc.³⁶ He later became a prominent landowner and municipal president of Magalang and his administration saw the reconstruction and completion of the new municipal building in 1924.

Five years later, a *profesor* from San Fernando opened his secondary school in Magalang. A University of Santo Tomas graduate, Ruperto Layug y Castro obtained permission from the authorities to open his secondary school in 1891.³⁷ While setting up his school, he was elected as *teniente mayor* of Magalang but rather chose to focus his time on his secondary school. He later married a prominent landowner, Faustina Baron who is also a native of San Fernando and they owned vast tracts of land in Magalang and Concepcion.

Other secondary schools were established by other teachers like Mariano Proceso Pabalan y Byron in Bacolor. He obtained his permission to open his secondary school in 1887.³⁸ Aside from being a teacher, he is also a prolific Kapampangan writer and wrote the Kapampangan zarzuela, *Ing Managpe*. Julian Carpio started his school in Sta Cruz, Manila before moving to Camiling, Tarlac. Julian Carpio may be one of the teachers of the young Gregorio Aglipay who later became the first supreme bishop of the Philippine

³⁶ Bartolo, *The Magalang Book*, 36-52.

³⁷ *Autorizacion que solicita Don Ruperto Layug para abrir una escuela Latinidad en Magalang, Pampanga, 1891. Varias Provincias*, National Archives of the Philippines.

³⁸ *Maestros de la Latinidad, La Oceania Española*, 13 de Enero, 1887. page 3.

Independent Church.³⁹ When the revolution broke out, Julian Carpio became a delegate of the Malolos Congress.

Before the revolution, another secondary school was established by Modesto Joaquin y de los Santos in Bacolor. Known for being strict and disciplinarian, he taught several students who later became well-known in their fields like Benigno Aquino, Sr., Zoilo Hilario and others. He also became a member of Katipunan and he supported the revolution.

Another prominent *maestro*, Agapito Conchu of Guagua belongs to a Chinese mestizo family and a graduate from Ateneo Municipal. He initially taught music lessons to the children of government officials and prominent families. He also organized bands and orchestras in Cavite and is one of the *cantores* at the Church of Porta Vaga. Due to his talent and skills, local authorities of Cavite appointed Conchu as the *maestro* of San Roque, Cavite.⁴⁰ After the 1896 revolution, he was arrested based on the given statement by Alfonso de Ocampo who was tortured and he told that Conchu is one of the *cabecillas* of the revolutionary association. Conchu and twelve others were executed by musketry on September 12, 1896 and they were known today as the *Trece Martires de Cavite*.

Trade and Agricultural Schools

One of the prominent schools founded in Spanish Pampanga is the *Escuela de Artes y Oficios* or *Colegio de Latinidad* in Bacolor. Established in 1861 by Don Felino Gil of Porac and Fr. Juan Zita, a secular *cura parrocco* of Lubao. To make this plan become a reality, the children and relatives of both Don Felino and Fr. Zita donated large sums of funds. In contrast, other prominent personalities donated any kind to kick start this school. Students of this school come from notable families in Pampanga and Tarlac and they were successful in their chosen fields such as Juan Nepomuceno of Angeles who became a delegate to the Malolos Congress; Braulio Aquino of Concepcion, Tarlac who became a *gobernadorcillo* of Concepcion. He is also the father of the revolutionary general Servillano Aquino. Ignacio Tambungui became a priest and was assigned as *coadjutor* of Magalang and later as a canon of the

³⁹ Pedro S. de Achutegui and Miguel A. Bernad, *New Light on Gregorio Aglipay from Unpublished Documents in the Manila Archdiocesan Archives* (Quezon City, Philippine Studies, Ateneo de Manila University, 1958) 176.

⁴⁰ *Nueva Conspiracion Abortada, La Correspondencia de España*, 15 de Octubre 1896.

Manila Cathedral.⁴¹ Teachers from this school are composed of merely secular clerics and *profesores* who are also the officials of the school such as Fr. Victor Dizon del Moral who taught in *Instruccion Primaria* section; Fr. Agaton Estrella who taught Latin and literature; Vicente Quirino who taught Spanish and Latin grammar; Mariano Natividad who taught *Doctrina Cristiana*, sacred history and geography; and Valentin Ramirez who taught mathematics.⁴² However, the school was ordered to close due to lack of funds and debts incurred. In 1889, the local authorities ordered the reopening of the school and was to be turned over to the control of the Jesuits.⁴³ However, the school was reopened and the local government took the reins. This institution is known today as Don Honorio Ventura State University.

In 1885, an experiment station was established in the foothills of Mt. Arayat facing Magalang. This experiment station known as La Granja Modelo de Luzon was originally fell under private ownership and it was devoted exclusively to tobacco cultivation. It was initially set up in San Isidro, Nueva Ecija in 1879. Due to natural calamities such as floods, however, the Spanish government transferred the experiment station to higher ground. The Spanish government surveyed new lands for its relocation, ultimately selecting the rugged hills of Mt. Arayat in San Pedro de Magalang. Aside from being an experiment station, it expanded its role to provide education in agriculture leading to the granting of the title of *perito agricola*.⁴⁴ Agricultural equipment was also installed at the experiment station such as a sugar mill, alcohol distillery and a library. Weather instruments imported from the United Kingdom were also installed at the same time in 1885.⁴⁵ However, due to budgetary constraints, other equipment was not installed when the revolution broke. It was only in 1897 that the classes in agricultural courses started. In a *relaciones* provided by the La Granja, these are the pioneer students who are taking agricultural courses in said experiment station and they are called *alumnus obreros*:

⁴¹ *Expediente de establecimiento de un colegio de Primaria y Latinidad en Bacolor*, 1861. Ultramar, Archivo Historico Nacional, Madrid, España.

⁴² *Documentos presentados al Exclesiastisimo Sr. General Gandara por el Rector de Colegio de Bacolor en la vista que hizo en 1 de Enero de 1867 para enterarse del estado y enseñanza de dicho Colegio*, 1867. *Escuelas*, National Archives of the Philippines.

⁴³ *Expediente sobre restablecimiento del Colegio de primero y segundo enseñanza de la Cabecera de la Pampanga*, 1889. *Escuelas*, National Archives of the Philippines.

⁴⁴ *Espediente relativo al proyecto de instalacion de la Granja Modelo de Luzon*, 1884. Ultramar, Archivos Estatales, Madrid, España.

⁴⁵ SDS-12584, *Servicio de la Agricultura*, 1884, National Archives of the Philippines. pages 28-29.

Name	<i>Oficio</i>
Francisco David	Alumno
Gregorio Suba	Alumno
Felix Payumu	Alumno
Jorge Calaguas	Alumno
Alejandro Calaquian	Alumno
Gregorio Pangan	Alumno
Evaristo Polintan	Alumno
Roman Caguiat	Alumno
Casimiro Castro	Alumno
Atanacio Calaguas	Alumno
Toribio Villafaña	Alumno
Ignacio Mallari	Alumno
Cirilo Miranda	Alumno
Eduardo Mallari	Alumno
Nicolas Payumu	Alumno
Juan Nastacio	Alumno
Teodoro Lazatin	Alumno
Silvino Miranda	Alumno
Casimiro Alvendia	Alumno
Pedro Meyco	Alumno

Figure 11. Student Workers at La Granja Modelo de Luzon (Agronomico, 1897 NAP)

In the table mentioned, the school accommodated only the boys because agriculture was reserved exclusively for male workers at the time. However, compared to the students of Colegio de Latinidad in Bacolor whose backgrounds were from the landed elites, the students in La Granja noticeably went from the peasant class where their families could send their children to get an education and training to propagate their skills in agriculture and related activities. The teachers of these *alumnos obreros* were the experiment station’s officials, notably who had a degree in agricultural engineering and his subordinates such as the *ayudante* and the *capataz de cultivo*. The experiment station continued to provide agricultural education until the revolution broke out. When the Americans arrived, it was only in 1918 that a high school specializing in agriculture was established. In 1974, it was converted into an agricultural college and expanded its offerings beyond agriculture. In 2015, this institution became known as Pampanga State Agricultural University.

Notable *Maestro* Graduates of Escuela Normal

Most of the teachers especially the males were pursuing their education either at Escuela Normal, Ateneo Municipal, or at the University of Santo Tomas. Female teachers were also trained in several educational institutions operated by female religious orders. After the implementation of the Education Decree of 1863, several aspiring male teachers enrolled in Escuela de Normal in Manila. In a report published by the *Gaceta de Manila* in 1869, aspiring male teachers from Pampanga were granted as *internos supernumerarios* like Jose de Castro of Mabalacat, Maximo David and brothers Lorenzo and Estanislao Henson all from San Fernando.⁴⁶ In 1875, graduates from Escuela Normal were granted titles as *Maestros de Instruccion Primaria* like Segundo Tayag of Angeles, Juan Liwanag of Mexico, Genaro Dinyutuy of San Fernando and Policarpo Ocampo of Magalang.

Segundo Tayag achieved *sobresaliente* or as the most outstanding student in their batch. He is the firstborn child of Minalin born turned *cabeza de barangay* Don Fernando Tayag and Doña Elena Paras of Angeles. His family initially settled in Angeles but later, they moved to Magalang. After his graduation, Segundo preferred to pursue another path; he instead engaged in operating *carromatas* and he became a well-known *cochero* in Angeles. He initially married Juliana Ayson but she died a year after their marriage. Segundo later remarried a Malabon lass, Catalina Rivera and they had six children, all of them became successful to their respective fields. His firstborn son, Dr. Jose Tayag became a famous doctor in Angeles and Magalang and he specializes in pediatrics. He later obtained his post-graduate studies in medicine at the University of Paris.

In 1888, two Kapampangan male teachers were granted *Maestros de Instruccion Primaria* titles to Nicetas Dayrit and Francisco Torres of San Fernando. In 1890, Apolonio Liwanag graduated from Escuela Normal with Timoteo Sison of Camiling, Tarlac. It is interesting to note that they had some classmates who later became revolutionaries and politicians. One was Melecio Cojuangco of Malolos, Bulacan who graduated as *sobresaliente*. He and his family later moved to Paniqui, Tarlac to manage their large landholdings. He was later elected as *deputado* of the Philippine Assembly representing Tarlac. He will become the patriarch of the Cojuangco family whose family will later become prominent in the fields of business and politics. Another is Artemio Ricarte of Batac, Ilocos Norte who later became a revolutionary general who fought the Spanish and American forces. Lastly, Juan Cailles of Nasugbu, Batangas and like Ricarte, he became the revolutionary general who defended the Southern Tagalog region against

⁴⁶ *Gaceta de Manila*, 21 de Junio, 1869. page 1197.

the invading American forces.⁴⁷ In 1892, two teachers graduated from the same institution; Nicolas Castro of San Fernando who graduated *sobresaliente* and Jorge Paras of Tarlac.⁴⁸

Hiring and Deployment

The hiring of new teachers will be announced in major periodicals such as *Gaceta de Manila*. According to an announcement published in the same periodical,⁴⁹ the teacher must possess the following requirements:

1. They have a certificate of good moral character.
2. They have a baptismal certificate signed by the parish priest.
3. Justification from their former institution where they graduated stipulating that they sufficiently meet the requirements leading to *Maestro/Maestra de Instruccion Primaria*.

They must undergo an examination provided by the *Comision de Instruccion Primaria*. The scope of the examination is limited to exercises in reading and writing Spanish, Catechism in *Doctrina Cristiana*, Arithmetic and Geography. If the candidate meets the requirements, they will hire as *maestro* or *maestra* and they will be deployed to such schools that need teachers. Their monthly salary was fixed to sixteen pesos. Aside from their salary, the teacher can request necessary funds from the local authorities to pay the expenses like rents for the use of houses as classrooms and other related costs. Teachers sometimes tendered their resignation due to health reasons or the authorities suspended them due to neglect of duty or morality issues. Transfer of station is also allowed especially for teachers who wish to serve in their respective towns or transfer to other schools nearer to their respective hometowns.

Station of the Teachers

Due to the scarcity of qualified teachers, hiring teachers is open to those interested regardless of their hometown. Some records particularly the *Hoja de Servicios* known today as the service record reveal their hometown and the present school where he/she is teaching:

Name	Hometown	Station	Educational Background
Paula Gutierrez	Sta Cruz,	Floridablanca	-

⁴⁷ *Gaceta de Manila*, 27 de Marso, 1890. page 455.

⁴⁸ *Gaceta de Manila*, 18 de Marso, 1892. page 360.

⁴⁹ *Gaceta de Manila*, 22 de Agosto, 1869. page 386.

Name	Hometown	Station	Educational Background
	Manila		
Leon Gutierrez	Sta Cruz, Manila	Floridablanca	-
Dolores Ripoll	San Roque, Cavite	Sexmoan	-
Faustino Vicente	Pandacan, Manila	Sexmoan	-
Isabelo Rodriguez	Binondo, Manila	Lubao	-
Castor Borja	San Felipe Neri, Manila	Sta Ana	-
Juan Tizon	Angeles, Pampanga	Porac	-
Bonifacia Loanson	Bacolor, Pampanga	Porac	-
Adriana Guiao	Sta Cruz, Manila	Sta Rita	-
Jose de Ocampo	Betis, Pampanga	Sta Rita	-
Pedro Basco	Betis, Pampanga	Angeles	-
Tiburcia Lacsamana	Mexico, Pampanga	Angeles	-
Mariano de la Cruz	Mabalacat, Pampanga	Mabalacat	-
Telesfora Villegas	Bacolor, Pampanga	Mabalacat	Escuela Municipal de Niñas, 1886.
Martin Pangilinan	Betis, Pampanga	Betis	-
Isidora San Gil	Betis, Pampanga	Betis	-
Paulina Lirag	Rosario, Batangas	Bacolor	-
Juana Castro	Magalang, Pampanga	Bacolor	-
Eugenio C. Fernandez	Bacolor, Pampanga	Bacolor	-
Estefania Litonjua	Binondo, Manila	Guagua	-
Jacinto Mendoza	Binondo, Manila	Guagua	-
Francisca Minosa	Guagua, Pampanga	Manibaug (Porac)	-
Calixto Arevalo	Sta Cruz,	San Fernando	Escuela Normal,

Name	Hometown	Station	Educational Background
	Manila		1876
Trinidad Bernardo	Binondo, Manila	San Fernando	
Guillermo Dalusung	Apalit, Pampanga	Calulut (San Fernando)	Escuela Normal, 1887
Maria Socorro Flores	San Fernando, Pampanga	Calulut (San Fernando)	Escuela Normal, 1892
Faustino Bautista	Angeles, Pampanga	San Jose Malino (Mexico)	-
Felipa Inocencio	San Fernando Dilao, Manila	San Jose Malino (Mexico)	-
Catalino Santiago	Tondo, Manila	San Luis	-
Vicente Reyes	Apalit, Pampanga	San Simon	<i>sobresaliente</i> , Escuela Normal, 1883
Vicenta Villanueva	San Fernando Dilao, Manila	Sulipan (Apalit)	-
Josefa Perez	Binondo, Manila	Apalit	-
Mariano Bayani	Apalit, Pampanga	Apalit	Escuela Normal, 1870
Gregorio Felipe	Tondo, Manila	San Miguel (Masantol)	-
Maria Cabagal	Hagonoy, Bulacan	San Miguel (Masantol)	-
Hermogena Roque	Vigan, Ilocos Sur	San Miguel (Masantol)	-
Maria Quirante	Ermita, Manila	Minalin	-
Gregorio Mendoza	Imus, Cavite	Sto Tomas	-
Benito Magcanas	San Fernando Dilao, Manila	Arayat	-
Serapia Tagle	Arayat, Pampanga	Arayat	-
Serapion Carreon	Sto Tomas, Pampanga	Magalang	University of Santo Tomas
Lorenza Rodriguez	Tarlac, Tarlac	Magalang	-

Figure 12. Partial Lists of Teachers in Pampanga and their Place of Origins (Hoja de Servicios, Escuelas 1896, NAP)

Name	Hometown	Station	Educational Background
Gaspar Alfaro	San Simon, Pampanga	Concepcion	-
Sergio Espino	Lingayen, Pangasinan	Sta Ignacia	-
Lucas Mariñas	Agoo, La Union	Bamban	-
Leonarda Raymundo	San Fernando Dilao, Manila	Bamban	-
Leon Rodriguez	Dagupan, Pangasinan	Camiling	-
Flora Gloria	Camiling, Tarlac	Camiling	Colegio de Sta Catalina
Paula Soliman	La Paz, Tarlac	Tarlac	Colegio de Sta Catalina
Gabina Rodriguez	Bacolor, Pampanga	Tarlac	-
Segundo Quizon	San Fernando, Pampanga	Murcia	-
Apolinario Liwanag	San Fernando, Pampanga	Murcia	-
Miguel Catajan	Barasoain, Bulacan	La Paz	-
Melecio de Leon	Tambobong, Manila	Moncada	-
Engracia Zapanta	San Fernando, Pampanga	Moncada	-
Tomas Cabuslay	Peñaranda, Nueva Ecija	Moriones	-
Serapio Tejada	Sta Ana, Manila	Gerona	-
Romualdo Maclang	Barasoain, Bulacan	Pura	-
Antonio Estudillo	Malate, Manila	Capas	-
Pedro Ponce	Apalit, Pampanga	Capas	-
Guillerma Samaniego	Calumpit, Bulacan	O'Donnell	-
Benita Leuteria	San Luis, Pampanga	Victoria	-
Timoteo Sison	Camiling, Tarlac	San Clemente	-
Narciso Caguioa	Aguilar, Pangasinan	San Clemente	-
Paula Vinluan	Paniqui, Tarlac	Paniqui	

Figure 13. Partial List of Teachers of Tarlac and their Place of Origins (Escuelas, NAP)

In the table above, most of the teachers assigned in each Pampanga town are not natives of Pampanga. Most of the teachers came from Manila and nearby provinces such as Bulacan. Other teachers came from far provinces such as Batangas and Ilocos Sur. Several teachers are also deployed in their respective native towns like Mariano de la Cruz who was a native of Mabalacat and he is a teacher in charge of *primaria escuela* of his native town. Aside from being a teacher, he owned parcels of land in barrio Sta Ines and was devoted to rice and sugar planting.

Another example is Martin Pangilinan and Isidora San Gil who are both natives of Betis and they are assigned in their native Betis as teachers respectively. It is noticeable that the teachers assigned in Pampanga are primarily Kapampangan or Tagalog. Teachers from the Tagalog-speaking provinces such as Batangas, Bulacan, Cavite and Manila preferred to be assigned to Pampanga because, the province is well mobilized due to the presence of the railroad and the port in Guagua.

The second table describes the lists of teachers of Tarlac and their birthplaces however, due to the absence of *hojas y servicios* of Tarlac-based teachers, the researcher primarily based his findings on the actual requirements submitted by the teachers during their examination before they were appointed. According to the second table, it is the same in regards to the deployment of the teachers just like on those of Pampanga. It is noticeable in the towns located in the northern part of Tarlac where they primarily Ilocano or Pangasinan speakers, the teachers assigned there are came from Pangasinan while the teachers assigned in the southern towns of Tarlac which are mainly Kapampangan speakers, most of these teachers are came from Pampanga and Tagalog-speaking provinces such as Bulacan and Manila.

Notable *Maestras*

It is interesting to note that a Chinese mestiza was assigned in Guagua. Estefania Litonjua is a native of Binondo where the largest Chinese concentration is located. The Litonjuas are intermarried with other well-to-do Chinese families of Binondo and San Nicolas especially the Sunicos. Guagua is also the center of Chinese concentration in Pampanga together with San Fernando and Angeles. With her appointment as a teacher in Guagua, she will cater not only to native students but also Chinese and mestizo students.

Another sister of Estefania, Crispina Litonjua also taught in Sta Rita as *substituta*. Aside from Estefania Litonjua, there is another teacher assigned in Pampanga who is a *chino cristiano*.

Doña Maria Hugo de Piñon, a teacher assigned in Magalang whose real name is Maria Magdalena Chuin-Ymliangco. She is from Binondo and she married a Spanish mestizo from Bacolor, Don Mariano Jose Balvino Piñon who is happened was the secretary of Colegio de Latinidad. After her marriage, she changed her name and was known as Doña Maria Hugo de Piñon.

Another female teacher assigned in Lubao, Escolastica Romero was born in San Sebastian, (now part of Quiapo) on February 3, 1852.⁵⁰ She was appointed as *subtituta* in 1878 in *escuela de niñas* in Lubao. During her stay in Lubao, she met the *cantor* of Lubao church, Demetrio Macapagal who is already a widower. They later married and they had a son Urbano who married Romana Pangan of Floridablanca. They had five children and their second son, Diosdado who later became the ninth president of the Philippines.

Another teacher, Carmen Barranco was assigned as *maestra* in Floridablanca in 1896. She was a Spanish peninsular from Vinaroz, Castellon Province. She passed her examinations and was assigned to Floridablanca and later to Lubao. Three of the Carreon siblings of Sto Tomas became teachers; Cecilia and Leoncia Carreon finished their studies in Colegio de Imaculada Concepcion known today as Colegio de Concordia, while their brother Serapion finished his studies at the University of Santo Tomas. They are the children of Don Nicolas Carreon and Doña Sinforosa Quiambao, landowners who owned vast tracts of land in barrio Pandacaqui in Mexico. Leoncia taught in San Fernando while Cecilia was appointed as *substituta*. Serapion was ultimately assigned as a teacher in Magalang and later as *escribante* of the town's *casa tribunal*. When the Americans came, he was assigned as the first school principal of Magalang Elementary School. He married Ursula Magdangal, daughter of Don Luis Magdangal, *gobernadorcillo* of Magalang and Doña Bernabela Dizon.

Analysis

The aggressive implementation of the Education Decree of 1863 in the Philippines opened its doors to everyone who wanted to acquire skills and knowledge. The decree has good intentions, but problems and setbacks are

⁵⁰ Doña Escolastica Romero *maestra substituta de Lubao, 1879. Escuelas*, National Archives of the Philippines.

encountered. Attendance of the students is one of the significant problems in attaining the primary goal of the public education system. The table below shows the towns in Pampanga where the incidence of dropout rates reported due to health reasons:

Towns	Number of Children (as of last month)	Left the School	Reasons
La Paz	279	18	Sickness
San Simon	200	18	Sickness
Bacolor	162	8	Sickness
Sta Ana	231	6	Sickness
Minalin	110	4	Sickness

Figure 14. Dropout Rates Due to Health Reasons, (Gaceta de Manila, 1869)

La Paz has the highest recorded dropouts due to sickness. It was followed by the towns of Bacolor, Sta Ana, and Minalin. Aside from nutrition and sanitation, natural calamities also brought different ailments that affect the children’s attendance to schools. Destructive typhoons were recorded particularly in 1867 wherein several towns in Pampanga were flooded. La Paz was the most affected town due to its low elevation and proximity to the Chico River. It is mentioned that Sta Ana was also greatly affected by the typhoon and its roads leading to Magalang and Arayat are impassable. Other towns such as San Simon, Bacolor and Minalin are located within the major river systems which are prone to floods and waterborne diseases that affect the well-being of the children. Aside from health reasons, household economic status affects the children’s attendance.

Towns	Number of Children (as of last month)	Left the School	Reasons
San Fernando	121	71	Help their parents working in fields
Porac	101	40	Help their parents working in fields
Sta Rita	116	10	Help their parents working in fields

Figure 15. Dropout Rates due to Household Reasons, (Gaceta de Manila, 1869)

In figure 15, another reason for the children’s dropout is the household economic status. Pampanga and Tarlac are both devoted to agriculture and most of their population works in fields and related work. The town of San Fernando has the highest record of dropouts due to household reasons and

these children prefer to work in the fields and help their parents and household augment their income for survival.

Aside from attendance, school buildings were scarce in those times and the authorities appropriated funds to construct makeshift buildings made of light materials. If the school is not enough to cater to the growing enrolment, the teachers were ordered to rent houses and government buildings within town center area and the local authorities will release funds to pay the rentals. The construction of new school buildings was noticeably implemented in progressive towns such as San Fernando and Tarlac. The local authorities distributed school supplies like textbooks, writing materials and pamphlets to the public schools. One such material that noticeably has many copies is the *catones* in which are one of the useable sources of instruction for teaching catechism and moral values. Due to the influence of the parish priests as supervisors of these schools, teachers gave priority to teaching catechism and Catholic teachings.

The establishment of secondary schools by private individuals who obtained higher learning has huge impact on providing higher education to the students. The enrolment in secondary schools is open to all but only those students with means and those who can avail to study at such schools. After their schooling in secondary schools, these students will pursue higher degrees of learning in Manila and they will become successful in their chosen careers. Others will contribute their knowledge and skills in developing different sectors such as agriculture. Their thinking also influenced movements to push self-determination and achieve freedom from the colonizers. Other schools were also established to cater to the children's education needs and the local industry's needs to steer the progressing local economy. Such schools were established in Bacolor and later in Magalang where the agricultural experiment station offered agricultural education to cater to the needs of the children to hone their skills in agriculture.

The hiring and deployment of teachers in *escuelas de niños y niñas* are also noticeable in terms of different factors. One such factor that influences teacher's hiring and deployment is the mother tongue. In the case of Tarlac, there are several towns where you can find the most spoken language based on the profile of such teachers.

Name of the Teacher	Hometown	Station
Gaspar Alfaro	San Simon, Pampanga	Concepcion
Gabina Rodriguez	Bacolor, Pampanga	Tarlac
Segundo Quizon	San Fernando, Pampanga	Murcia
Pedro Ponce	Apalit, Pampanga	Capas

Figure 16. List of Teachers with their Hometowns and Stations in Kapampangan Speaking Towns of Tarlac

Name of the Teacher	Hometown	Station
Sergio Espino	Lingayen, Pangasinan	Sta Ignacia
Narciso Caguioa	Aguilar, Pangasinan	San Clemente
Leon Rodriguez	Dagupan, Pangasinan	Camiling
Flora Gloria	Camiling, Tarlac	Camiling

Figure 17. List of Teachers with their Hometowns and Stations in Ilocano and Pangasinan Speaking Towns of Tarlac

Based on Figures 16 and 17, the deployment of teachers in Tarlac is noticeably based on the mother tongue spoken in a particular town. In some towns located in the southern part of Tarlac bordering Pampanga have the majority of Kapampangan speakers and some of the teachers deployed come from Pampanga. On the second table noticeably, teachers assigned in northern towns of Tarlac came from Pangasinan. Northern towns in Tarlac bordering Pangasinan, Nueva Ecija and Zambales are predominantly Pangasinan and Ilocano speakers and teachers assigned there are also speak and understand Pangasinan and Ilocano. Teachers from Tagalog-speaking provinces such as Bulacan, Manila and Cavite were also deployed in these towns but they preferred to transfer to other stations mainly in Kapampangan-speaking towns. Tagalog and Kapampangan have some similarities particularly in terms of words and terms. Thus, the Tagalog teachers easily adapt and understand the Kapampangan language. Another factor in hiring and deploying of teachers is the distance from their hometowns. Teachers from Tagalog provinces were initially assigned to far-flung towns in which mobility and access are difficult. The transfer of other stations is allowed when there is a vacancy existing in a school. Others prefer to stay in their stations due to the ability to adapt to their environment or they have commonalities such as in Guagua where the large Chinese concentration is located and thus a Chinese mestiza teacher was eventually assigned to teach the children of the Chinese mestizos. Spanish teachers were

also reportedly assigned to other towns where the large Spanish-owned *haciendas* were located, particularly in Floridablanca.

Lastly, the long-lasting effects of the public school system during the Spanish period is the increase in the number of children who are able to read and write. Many children were only had the ability to read, but with the setup of these schools, children were not only learned to read and write but also to learn the Spanish language and adapt Spanish culture and norms.

Conclusion

Access to education was already experienced during the Spanish period through the Education Decree of 1863. This reform provided opportunities for schooling through public schools managed by the parish priests. However, children belonging to the elite class were more likely to attend school than the children who belonged to the peasantry. Economic and health issues were the most common reasons children did not finish or attend school. Schools were constructed in each town but it is not enough to meet the growing enrolment and the local authorities preferred to rent large houses to save funds but the maintenance is still in the hands of the teachers. Secondary schools were established in other towns but only those who could afford had the privilege of attending secondary schooling nevertheless, some of the students became successful in their chosen fields and others became prominent in achieving our freedom from our colonizers. Tertiary schools were also established open to hone students' skills and to help stimulate the local economy. Most of the teachers came from elite families and they finished their schooling in Manila and chose to teach young children in their hometown. However, the deployment of the teachers depends on the existing vacancies in different schools; they are assigned to far-flung locations regardless of their respective hometowns. Language barriers were also observed as one of the factors in the deployment of teachers and the local authorities preferred teachers who were fluent in their mother tongue. The education in these two provinces is already advanced, producing literate and skilled children who would contribute to their society. This system introduced by the Spanish is evidence of the education system that has been inherited and exists at present.

BIBLIOGRAPHY

Primary Sources

Archival Materials

Acuerdo del expediente de sobre establecimiento en el pueblo de Guagua en la provincial de la Pampanga de un Colegio de instruccion primaria de niñas, 1872. Escuelas, National Archives of the Philippines, Manila, Philippines

Autorizacion que solicita Don Ruperto Layug para abrir una escuela Latinidad en Magalang, Pampanga, 1891. Varias Provincias, National Archives of the Philippines, Manila, Philippines

Documentos presentados al Exclesiastisimo Sr. General Gandara por el Rector de Colegio de Bacolor en la vista que hizo en 1 de Enero de 1867 para enterarse del estado y ensenanza de dicho Colegio, 1867. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente de establecimiento de un colegio de Primaria y Latinidad en Bacolor, 1861. Ultramar, Archivo Historico National, Madrid, España.

Espediente Interior, relativo a la construccion de una Escuela para niñas en la Cabecera de Tarlac, 1879. Escuelas, National Archives of the Philippines, Manila, Philippines.

Espediente promovido por Don Lino Diangco en solicitud de establecer una escuela particular en el pueblo de Murcia, 1888. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente promovido por Don Marcelo Roa sobre la creacion de Escuelas de barrio Manibaug de Porac, 1890. Escuelas, National Archives of the Philippines, Manila, Philippines.

Espediente relativo y habilitacion pata Escuela de niños de ambos sexos de la niñas del pueblo de San Fernando de la provincia de la Pampanga, 1886-1887. Varias Provincias, National Archives of the Philippines. Manila, Philippines.

Espediente relativo a la reparacion de la Escuela publica de niñas del pueblo de Mexico de la provincia de la Pampanga, 1887. Varias Provincias, National Archives of the Philippines, Manila, Philippines.

Estado demostrativo del material de enseñanza necesario para las Escuelas de niños ambos de sexos de esta provincia que a continuacion se esperesan, 1896. Escuelas, National Archives of the Philippines, Manila, Philippines.

Espediente relativo al proyecto de instalacion de la Granja Modelo de Luzon, 1884. Ultramar, Archivos Estatales, Madrid, España.

Expediente sobre aquiler de una casa que sirva de Escuela publica de niñas habitacion para la Maestra del escuela de niñas de pueblo de Magalang, 1879. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente sobre authorizacion que solicita Doña Socorro Flores y Tuason para establecer un colegio particular de niñas de San Fernando (Pampanga) bajo el nombre "Nuestra Señora de la Asuncion", 1892. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente sobre creacion de una escuela de niños y otra de niñas en los barrios de Dolores y Talaga del pueblo de Porac, 1896. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente sobre creacion de una escuela de niños y otra de niñas en el barrio San Rafael comprension del pueblo de Lubao, 1896. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente sobre cuervemiente que el Subdealgo de haber solicitado a la Direccion general cuatro creditos sufelitorios un de \$50 por arriendo de la casa Cuartel del pueblo de Candaba y los otros tres por aquileres Escuelas de los pueblos de Candaba y Macabebe de \$223.73, 36 y 72 respecteviente, 1886. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente sobre construccion de Escuelas para-ambos sexos de la provincia de Tarlac, 1889. Escuelas, National Archives of the Philippines, Manila, Philippines.

Expediente sobre restablecimiento del Colegio de primero y segundo enseñanza de la Cabecera de la Pampanga, 1889. Escuelas, National Archives of the Philippines, Manila, Philippines.

Hoja de Servicios, 1896, Escuelas, National Archives of the Philippines, Manila, Philippines.

Provincia de Tarlac, Estado demostrativo de la instruccion primaria de esta provincia con espresion de las escuelas, número de niños que poseen el castellano numero de los que lo ignoran y demas observaciones respectave a dicha instruccion notadas por el que suscribe en la vista girada in el presente

mes. 1884, *Escuelas*, National Archives of the Philippines, Manila, Philippines.

Provincia de la Pampanga, Estado demostrativo de los habitantes de esta provincia de la Pampanga que saben leer y escribir o solamente leer. 1887. *Escuelas*, National Archives of the Philippines, Manila, Philippines.

Proyecto de una cubierta metalica en sustitucion de la actual de nipa para la Escuela publica de niños del pueblo de San Miguel de Camiling, 1887. *Escuelas*, National Archives of the Philippines, Manila, Philippines.

Servicio Agronomico, Relacion de los alumnos obreros que han prestado servicio en este Establecimiento durante el mes de la fecha con expresion de los dias en las que trabajado y de los formales que devengaron. (SDS-28019) *Agronomico* 1897, National Archives of the Philippines, Manila, Philippines.

Relacion del material de enseñanza que se necesita us esta escuela de este pueblo de Magalang, 1892. *Escuelas*, National Archives of the Philippines, Manila, Philippines.

Resumen de los recibos por todas sus cantidades que se acompañan a esta cuenta de los gastos de la bores adquisicion de las herrmanientas semilbas y ganados hechos desde Agosto a Junio de 1884 a 85. (SDS-12584) *Servicio de Agricultura*, National Archives of the Philippines, Manila, Philippines.

Sobre la reparacion de la Yglesia del pueblo de Bauang provincial de la Batangas y construccion de un puente, escuela y tribunal en el de San Fernando de la Pampanga, 1857. *Ultramar*, Archivo Historico Nacional, Madrid, España.

Published Sources

Primary Sources

Alcuaz, Blas C., *Escuelas privadas de Latinidad*, *Gaceta de Manila*, (Manila), 29 de Junio, 1888.

Bofill, Clemente, *Alumnos de la Escuela Normal que acaban de terminar su carrera y á quienes el Ilmo. Sr. Director General de Administracion Civil D. José Gutierrez de la Vega confiere el titulo de Maestro de Instruccion Primaria*, *Gaceta de Manila* (Manila), 18 de Marzo, 1892.

Constante, *Nueva Conspiración Abortada*, La Correspondencia de España, (Madrid), 16 de Octubre 1896.

Godinez, Francisco, *Alcaldia Mayor de la Provincia de la Pampanga*, Gaceta de Manila, (Manila), 22 de Agosto, 1869.

Godinez, Francisco, *Relacion detallada del número de niños que han asistido en las escuelas de esta provincia en el mes de Mayo, formada en vista de los datos que han remitido a esta Alcaldia los espectivos maestros*, Gaceta de Manila, (Manila), 16 de Julio, 1869.

Maestros de la Latinidad, La Oceania Española, (Manila), 13 de Enero, 1887.

Murgadas, Jose, *Alumnos de la Escuela Normal que acaban de terminar su carrera y á quienes el Excmo. Sr. Director General de Administracion Civil D. Justo Tomás Delgado confiere el titulo de Maestro de Instruccion Primaria*, Gaceta de Manila, (Manila), 27 de Marzo, 1890.

Provincia de Tarlac, Designacion de los Gastos, Gaceta de Manila (Manila), 21 de Abril, 1891.

Relacion de los individuos á quienes por Superior decreto ed esta fecha se ha concedido la Gracia de alumnos internos supernumerarios de la Escuela Normal de Maestros de instruccion primaria de esta Capital, Gaceta de Manila, (Manila), 21 de Junio, 1869.

Relacion de obras que se cita, Gaceta de Manila (Manila), 29 de Diciembre, 1891.

Sanz, Miguel, *Alcaldia Mayor de la Pampanga Novedades desde el dia 22 al 28 inclusive del mes próximo pasado*, Gaceta de Manila, (Manila), 25 de Abril, 1875.

Suscripcion para erigir una estatua al fundador de la Universidad Illsmo. Sr. D. Fr. Miguel de Benavides, Diario de Manila, (Manila), 12 de Noviembre, 1887.

Suscripcion para la adquisicion de un Crucero que se llamara Filipinas, La Oceania Española, Año Numero 26, (Manila), 2 de Febrero, 1886.

Secondary Sources

Books

Alzona, Encarnacion. *A History of Education in the Philippines 1565-1930*.
Manila: University of the Philippines Press, 1932.

Bartolo, Louie Aldrin L. *The Magalang Book: The Historical Life and Culture
of a Kapampangan Town (1605-2015)*. Manila: National Commission
for Culture and the Arts, 2016.

Larkin, John A. *The Pampangans Colonial Society in a Philippine Province*.
Berkeley: University of California Press, 1972.

Journals

Achutegui, Pedro S. and Bernad, Miguel A. “New Light on Gregorio
Aglipay from Unpublished Documents in the Manila Archdiocesan
Archives”, *Philippine Studies* 6, No.2 (June,1958) 176.

Alcala, Angel C. Higher Education in the Philippines, *Philippine Studies* 47,
No.1 (1999) 116.

Apilado, Digna B. “A Methodology of Local History”, History from the
People, Kasaysayan mula sa Bayan, *National Historical Institute* 16
(1999) 96.

Concepcion, Grace Liza Y. “Disciplinary Cases of Filipino Teachers in the
Late 19th Century”, *Social Science Diliman* 10 No. 1 (2014) 7 and 10.

Dizon Lino L. “The Native Secular Clergy of Upper Pampanga 1771-1827,
And the Bieng-Dalanan of Kapampangan Cleric Almost a Century
Hence: An Heliographic Exercise”, *Alaya, Kapampangan Research
Journal* 5 (2007) 165.

Foronda, Marcelino A. “The Role of Local Historiography”, *First Regional
Seminar on History, National Historical Institute* (1975) 90.

Fox, Frederick, “Philippine Vocational Education: 1860-1898”, *Philippine
Studies* 24, No.3 (1976) 265.

Musa, Sajid and Ziadtinov, Rushad, “Features and Historical Aspects of the Philippines Educational System” *European Journal of Contemporary Education* 2 No. 2 (2012) 161.

Sobrtichea, Carolyn I. “American Colonial Status and its Impact on the Status of Filipino Women”, *Asian Studies* 5, No.28 (1990) 74.

Magazines

Henares, Ivan Anthony S. “Timeline of San Fernando History”, *A Tale of Two Cities, Singing* 4, No. 1 (2002) 25.

Tantingco, Robby P. “Don Angel and Don Juan”, *A Tale of Two Cities, Singing* 4, No. 1 (2002) 47.